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**Census: Collection of Socio-Demographic Data
Kindergarten to Grade 8 Students**

To be completed by a parent/guardian/responsible adult



The *Anti-Racism Act, 2017* requires school boards to collect personal information to obtain relevant data that can be used to help school boards eliminate systemic racism and advance racial equity.

This collection of personal information is different from the Aboriginal self-identification data collection already conducted by the Ministry of Education in some school boards.

Your participation in this collection of personal information is entirely voluntary. No consequences will result from your decision to participate or not in this collection of personal information. If you choose to participate in this census, please know that it will be possible for you to access your personal information to modify or delete it or to withdraw your consent to partake in this census. However, the modification of personal information or the withdrawal of consent will not be able to have a retroactive effect on the personal information used in analyses with data already collected.

The Centre de leadership et d'évaluation inc. (CLÉ) has been mandated by your school board to develop the tools needed to collect and store the personal information collected in this census. This work will be carried out in a confidential and secure manner. The CLÉ's technical team responsible for this project as well as the designated data administrator from your school board will have access to all of the personal information to be able to carry out the analyses that will enable your school board to meet its obligations under the *Anti-Racism Act, 2017*.

Personal information data can be cross-referenced by your school board with other personal information already available to your school board, such as information related to performance, attendance, perception of school climate and student well-being. The analysis reports will provide a better understanding of racial inequalities and support the development of intervention plans to advance equity objectives and eliminate performance gaps between diverse groups.

To protect the dignity and privacy of students and their families, the analysis reports produced by your school board will be anonymized.

If you have any questions about this census, please contact the designated data administrator from your school board at the following email address: recensement@csviamonde.ca

You will require approximately 15 minutes to answer the questions in this census.

Thank you for your cooperation.

Consent

- By participating in this collection of personal information, I acknowledge that the personal information of my child will be part of analyses carried out by the school board and/or its agent to fulfill its obligations under the *Anti-Racism Act, 2017*.

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AGE

1. What year was your child born?

PLACE OF BIRTH

2. Where was your child born?

- City/Town

- Country

GEOSPATIAL INFORMATION

3. What is your child main residential address? Please enter the first three characters of the postal code.

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LANGUAGES

4. What was the first language that your child learned before starting school?

- | | |
|---|---|
| <input type="checkbox"/> Albanian
<input type="checkbox"/> German
<input type="checkbox"/> English
<input type="checkbox"/> Arabic
<input type="checkbox"/> Bengali
<input type="checkbox"/> Korean
<input type="checkbox"/> Creole
<input type="checkbox"/> Croatian
<input type="checkbox"/> Dari
<input type="checkbox"/> Spanish
<input type="checkbox"/> English
<input type="checkbox"/> Greek
<input type="checkbox"/> Gujarati
<input type="checkbox"/> Hebrew
<input type="checkbox"/> Hindi
<input type="checkbox"/> Hungarian
<input type="checkbox"/> Italian
<input type="checkbox"/> American Sign Language
<input type="checkbox"/> Langue des signes québécoise
<input type="checkbox"/> Language of an indigenous people <ul style="list-style-type: none"> <input type="checkbox"/> Anishinaabemowin (also called Ojibwemowin, Anichinaabe language or Ojibwe language) <input type="checkbox"/> Inuktitut <input type="checkbox"/> Inuvialuktun <input type="checkbox"/> Kanyen'kéha (also called Mohawk language) <input type="checkbox"/> Mitchif <input type="checkbox"/> An indigenous language that is not on this list (please identify): <hr style="width: 20%; margin-left: 0;"/> | <input type="checkbox"/> Malayalam
<input type="checkbox"/> Mandarin
<input type="checkbox"/> Dutch
<input type="checkbox"/> Urdu
<input type="checkbox"/> Punjabi
<input type="checkbox"/> Persian
<input type="checkbox"/> Polish
<input type="checkbox"/> Portuguese
<input type="checkbox"/> Russian
<input type="checkbox"/> Serbian
<input type="checkbox"/> Somali
<input type="checkbox"/> Swahili
<input type="checkbox"/> Tagalog
<input type="checkbox"/> Tamil
<input type="checkbox"/> Ukrainian
<input type="checkbox"/> Vietnamese
<input type="checkbox"/> A language that is not on this list (please identify): <hr style="width: 20%; margin-left: 0;"/> |
|---|---|

5. Did your child learn a second language before starting school? If so, which one?

- | | |
|---|--|
| <input type="checkbox"/> Albanian
<input type="checkbox"/> German
<input type="checkbox"/> English
<input type="checkbox"/> Arabic
<input type="checkbox"/> Bengali
<input type="checkbox"/> Korean
<input type="checkbox"/> Creole
<input type="checkbox"/> Croatian
<input type="checkbox"/> Dari
<input type="checkbox"/> Spanish | <input type="checkbox"/> Malayalam
<input type="checkbox"/> Mandarin
<input type="checkbox"/> Dutch
<input type="checkbox"/> Urdu
<input type="checkbox"/> Punjabi
<input type="checkbox"/> Persian
<input type="checkbox"/> Polish
<input type="checkbox"/> Portuguese
<input type="checkbox"/> Russian
<input type="checkbox"/> Serbian |
|---|--|

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- | | |
|--|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Hebrew | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Hungarian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Italian | <input type="checkbox"/> A language that is not on this list
(please identify): |
| <input type="checkbox"/> American Sign Language | _____ |
| <input type="checkbox"/> Langue des signes québécoise | |
| <input type="checkbox"/> Language of an indigenous people | |
| <input type="checkbox"/> Anishinaabemowin (also called
Ojibwemowin, Anichinaabe language or
Ojibwe language) | |
| <input type="checkbox"/> Inuktitut | |
| <input type="checkbox"/> Inuvialuktun | |
| <input type="checkbox"/> Kanyen'kéha (also called Mohawk
language) | |
| <input type="checkbox"/> Mitchif | |
| <input type="checkbox"/> An indigenous language that is not on this
list (please identify): | |
| _____ | |

6. What language(s) can your child speak and understand today? Please select all the answers that apply.

- | | |
|--|--|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Malayalam |
| <input type="checkbox"/> German | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> English | <input type="checkbox"/> Dutch |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Persian |
| <input type="checkbox"/> Creole | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> English | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Hebrew | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Hungarian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Italian | <input type="checkbox"/> A language that is not on this list
(please identify): |
| <input type="checkbox"/> American Sign Language | _____ |
| <input type="checkbox"/> Langue des signes québécoise | |
| <input type="checkbox"/> Language of an indigenous people | |
| <input type="checkbox"/> Anishinaabemowin (also called
Ojibwemowin, Anichinaabe language or
Ojibwe language) | |

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- Inuktitut
 - Inuvialuktun
 - Kanyen'kéha (also called Mohawk language)
 - Mitchif
 - An indigenous language that is not on this list (please identify):
-

7. In which language(s) can your child read or write today? Please select all the answers that apply.

- | | |
|--|---|
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Malayalam |
| <input type="checkbox"/> German | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> English | <input type="checkbox"/> Dutch |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Persian |
| <input type="checkbox"/> Creole | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> English | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Hebrew | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Hungarian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Italian | <input type="checkbox"/> A language that is not on this list (please identify): |
| <input type="checkbox"/> American Sign Language | |
| <input type="checkbox"/> Langue des signes québécoise | |
| <input type="checkbox"/> Language of an indigenous people | |
| <input type="checkbox"/> Anishinaabemowin (also called Ojibwemowin, Anichinaabe language or Ojibwe language) | |
| <input type="checkbox"/> Inuktitut | |
| <input type="checkbox"/> Inuvialuktun | |
| <input type="checkbox"/> Kanyen'kéha (also called Mohawk language) | |
| <input type="checkbox"/> Mitchif | |
| <input type="checkbox"/> An indigenous language that is not on this list (please identify): | |
-

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INDIGENOUS IDENTITY

8. Is your child First Nations (registered or not), Métis and/or Inuit?

- Yes
- No

8.1) If you answered "yes" to the previous question, please specify which Indigenous identity your child identify with. Please choose all the answers that apply.

- First Nations (registered or not)
- Métis
- Inuit

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ETHNICITY

The next question refers to the sense of belonging. Remember that you do not have to be born in Canada to consider yourself Canadian.

9. Does your child consider himself or herself Canadian?

- Yes
- No

Ethnic groups have a common identity, heritage, ancestors or historical past, often accompanied by identifiable cultural, linguistic or religious characteristics.

10. A person may have one or more ethnic or cultural origins at a time. Please indicate all that apply to your child :

- | | |
|--|--|
| <input type="checkbox"/> Algerian | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> German | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Amazigh | <input type="checkbox"/> Kabyle |
| <input type="checkbox"/> English | <input type="checkbox"/> Lebanese |
| <input type="checkbox"/> Anichinaabe | <input type="checkbox"/> Moroccan |
| <input type="checkbox"/> Bamileke | <input type="checkbox"/> Métis |
| <input type="checkbox"/> Bembé | <input type="checkbox"/> Mexican |
| <input type="checkbox"/> Canadian | <input type="checkbox"/> Mi'kmaq |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Ojibwe |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Pakistani |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Cree | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Djiboutian | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Scottish | <input type="checkbox"/> Russian |
| <input type="checkbox"/> French | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Guyanese | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Haitian | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Tunisian |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Inuit | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Irish | <input type="checkbox"/> an ethnic or cultural origin that is not on this list |
| <input type="checkbox"/> Italian | (please specify): |
| <input type="checkbox"/> Jamaican | _____ |

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RACIAL ORIGIN

People are often described as belonging to a certain "race" based on how others see and behave towards them. These ideas about belonging to a race are usually based on physical characteristics such as skin color. Ideas about race are often imposed on certain individuals by other individuals in a way that can impact one's life experience and the way they are treated. Race is often confused with ethnicity, but a racialized group often includes multiple ethnicities.

In our society, individuals are often described by using the notion of "race". Even though we know that this category has no biological significance, it still has some social effect.

11. Which racial category best describes your child? Please choose all of the categories that apply.

- Southeast Asian** (Person of Cambodian, Filipino, Malaysian, Thai, Vietnamese, and other Southeast Asian ancestry, etc.)
- North American Aboriginal** (Person of First Nations, Métis, or Inuit ancestry)
- White** (Person of French, British, Greek, Italian, Portuguese, Russian, Slovak, and other European ancestry, etc.)
- East Asian** (Person of Chinese, Korean, Japanese, Taiwanese ancestry, etc.)
- Latin American** (Person of Colombian, Cuban, Mexican, Peruvian, Salvadoran, and other Latin American ancestry, etc.)
- North African or Middle Eastern** (Person of Arab, Persian, West Asian ancestry e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- Black** (Person of African descent, Afro-Caribbean, African Canadian, etc.)
- South Asian** (Person of Bangladeshi, Indian, Pakistani, Sri Lankan, as well as Indo-Caribbean ancestry, such as Guyanese, etc.)
- A racial category that is not included in the list provided** (please specify): _____

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RELIGIOUS OR SPIRITUAL AFFILIATION

12. What is your child religion or spiritual affiliation? Please choose all the answers that apply.

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism
- Indigenous spirituality
- No religious or spiritual affiliation
- A religion or spiritual affiliation that is not included in the list provided (please specify):

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GENDER IDENTITY

Gender identity comes from a person's inner and individual experience. It is a person's deep sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (female, intersex, male). Gender identity is different from sexual orientation and gender identity does not determine sexual orientation.

The Canadian Charter of Rights and Freedoms protects the right of every person – including children and youth – to choose and express their own gender identity.

13. What gender identity does your child primarily identify with?

- Agenre** (without gender or gender identity)
- Androgynous** (does not clearly conform to the categories "boys/men" or "girls/women" established by society)
- Bigenre** (identifies with the gender "boys/men" and the gender "girls/women")
- Two-spirit** (Indigenous person whose gender identity includes both a masculine, feminine or non-binary spirit)
- Questioning**
- Girl** (identified as "girl" at birth and identifies as a girl)
- Trans girl** (identified as "boy" at birth, but who identifies as a girl)
- Boy** (identified as "boy" at birth and identifies as a boy)
- Trans boy** (identified as "girl" at birth, but who identifies as a boy)
- Creative gender** (expresses a gender identity other than that related to sex assigned at birth and which does not conform to binarity: "boys/men" - "girls/women")
- Gender fluid** (gender identity or expression may vary from day to day on the gender spectrum)
- Neutrois** (a neutral gender identity)
- Non-binary** (a gender identity that refuses to conform to the idea that there are only two gender possibilities: "boys/men" or "girls/women")
- Pangenre** (identifies with many genres)
- Queer** (whose gender identity goes against the binary norms of society)
- A gender identity that is not included in the list provided** (please specify): _____

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DISABILITY

Some people identify as living with disabilities because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible.

A disability may or may not be diagnosed. It may or may not be visible. Some students with disabilities may have a special program at their school to help them (an Individual Education Plan or IEP), but others may not.

14. Does your child consider herself or himself to be a person with a disability?

- Yes
- No

14.1) If yes, please select all applicable answers.

- Blind or partially sighted
- Having an addiction, or more
- Pain (e.g., chronic pain or discomfort caused by illness, injury or condition)
- Mobility disability
- Physical disability
- Chronic condition (e.g., epilepsy, cerebral palsy, spina bifida, cystic fibrosis)
- Deaf or hard of hearing
- Learning disability
- Developmental disorder
- Speech disorder
- Autism Spectrum Disorder
- Mental disorder (e.g. depression, anxiety)
- One or more disability situation(s) that are not included in the list provided (please specify):

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STATUS IN CANADA

15. Was your child born in Canada?

- Yes
- No

15.1) If no, your child is currently:

- A Canadian citizen
- An asylum seeker
- An international student (with a study permit)
- An immigrant / permanent resident

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SOCIO-ECONOMIC STATUS

In this section, the questions are about the adults responsible for your child. Questions 16 to 20 are for a first parent or guardian (adult 1) and questions 21 to 25 are for a second parent or guardian (adult 2).

Parent /Guardian 1

16. Please indicate what role *adult 1* plays for your child. (Please choose only one answer)

- Mother
- Father
- Stepmother
- Stepfather
- Grandmother
- Grandfather
- Family member (other)
- Guardian
- Foster parent
- Friend
- A person who is not in the list provided (please specify): _____

17. Please indicate the highest level of education attained by *adult 1*. (Please choose only one answer)

- Did not attend school
- Elementary school
- Secondary school
- Apprenticeship Program
- College
- University
- I don't know

18. What is the employment status of *adult 1*?

- Part-time employment
- Full-time employment
- Without remunerated employment
- I don't know

19. What best describes the employment status of *adult 1*?

- Employed
- Self-employment (e.g., owns one's own business)
- Looking for employment
- Guardian or tutor in the household
- Retired
- I don't know

20. What is the employment or occupation of *adult 1*?

- _____
- I don't know

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Skip this section if your child lives with only one parent or guardian.

Parent /Guardian 2

21. Please indicate what role *adult 2* plays for your child. (Please choose only one answer)

- Mother
- Father
- Stepmother
- Stepfather
- Grandmother
- Grandfather
- Family member (other)
- Guardian
- Foster parent
- Friend
- A person who is not in the list provided (please specify): _____

22. Please indicate the highest level of education attained by *adult 2*. (Please choose only one answer)

- Did not attend school
- Elementary school
- Secondary school
- Apprenticeship Program
- College
- University
- I don't know

23. What is the employment status of *adult 2*?

- Part-time employment
- Full-time employment
- Without remunerated employment
- I don't know

24. What best describes the employment status of *adult 2*?

- Employed
- Self-employment (e.g. owns one's own business)
- Looking for employment
- Guardian or tutor in the household
- Retired
- I don't know

25. What is the employment or occupation of *adult 2*?

- _____
- I don't know

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26. Right now, which adult does your child live with most of the time? (Choose only one answer.)

- Both parents
- A parent and a stepparent
- Mother
- Father
- Stepmother
- Stepfather
- One or two grandparents
- Guardian
- One or more foster parents
- Friend
- A person who is not in the list provided (please specify): _____

Thank you for your participation in the census!